

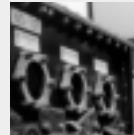
Queen's Gazette

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In this issue...

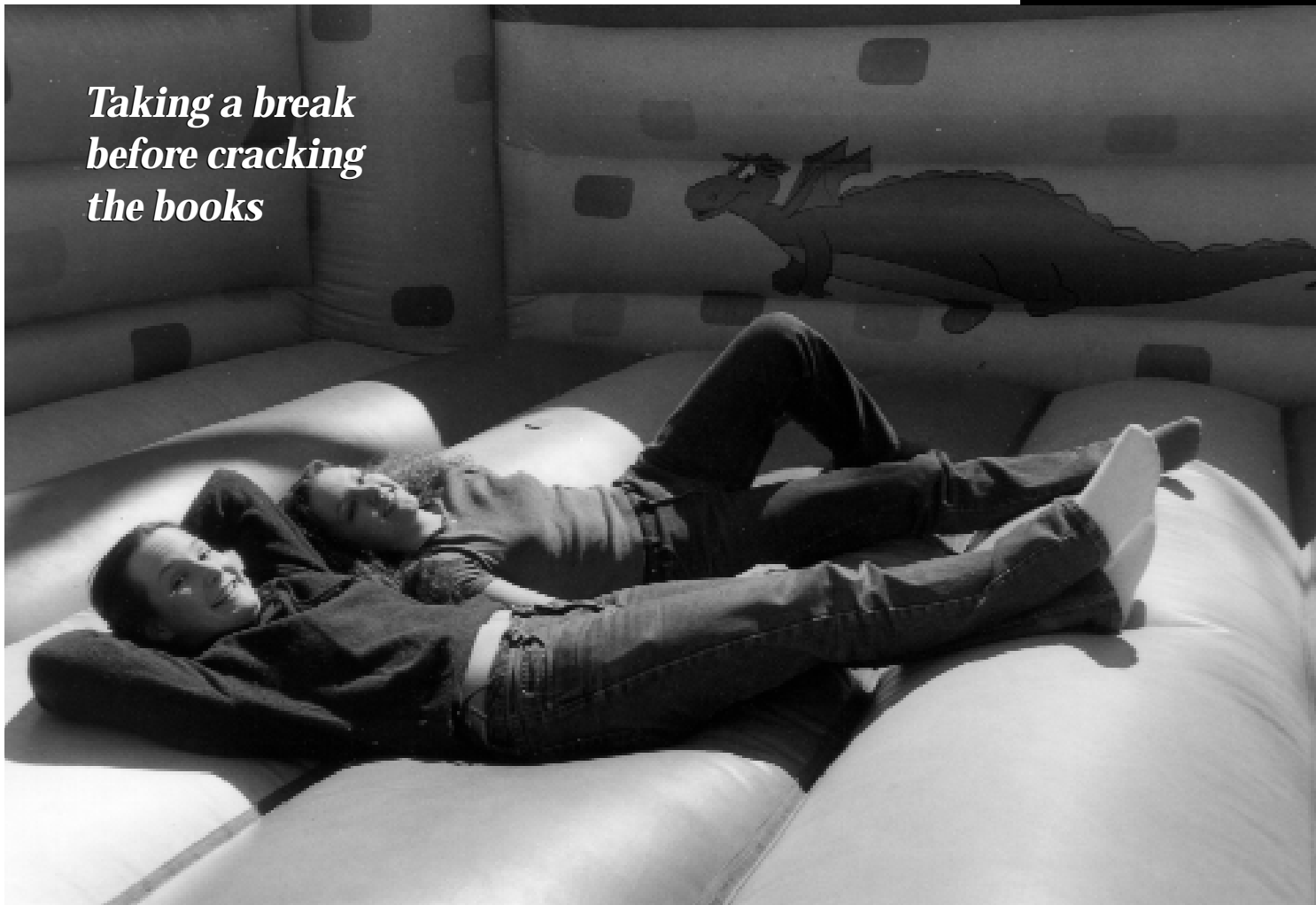
A high-voltage improvement

see page 5



KINGSTON, ONTARIO, CANADA

Taking a break before cracking the books



Kelly Handford (left), second year Chemical Engineering and Rachel Robitaille, second year Engineering Chemistry, take a break from bouncing around in an inflatable jumping castle that popped up outside Clark Hall recently during Cover Your Crest Days, an annual student fund-raiser.

Proceeds went to Hotel Dieu's Kids for Kids charity. Students won't be quite so bouncy this week as year-end exams get under way for most faculties.

Celia Andersen

University to cut budget by two per cent

Lower-than-expected provincial grants create \$2.2 million shortfall

BY MARY ANNE BEAUDETTE

Queen's University is cutting its base budget by two per cent following the provincial government's recent announcement of lower-than-expected operating grants to universities.

The university's overall grant of \$113 million, including an increase of about \$3.2 million, leaves the university approximately \$2.2 million short of its \$206 million total budget.

This year's budget includes inflationary increases of \$7.5 million, with an additional \$1 million to help faculties cope with past enrolment growth, primarily in the Faculty of Arts and Science, which has increased by almost 400 students over the past two years.

"The university is a very expensive place to run," says David Anderson, Vice-Principal (Operations and Finance). "Even if we make no improvements whatsoever, we still have to cover the costs of inflation." The biggest single item on the budget is compensation, which requires more than \$5 million in new money every year. Rising costs of computer technology, employee

benefits, library acquisitions and utilities such as fuel oil are expected to add a further \$2.5 million to the budget this year.

The province's calculation of the grants this year caught universities by surprise. While pre-announcement discussions with the province led universities to expect increased funding to deal with the 6-per-cent increase in Ontario applications, this year's increases were tied instead to performance measures, including graduation and employment rates and increased future enrolment. Queen's received \$1.4 million in so-called performance funding (see box) and another \$.7 million for future enrolment growth.

As well, the province instituted a two-per-cent cap on tuition rates for regulated programs for the next five years. (30 per cent of that increase must go towards student assistance, giving the university a net gain in tuition funds of 1.4 per cent.) Total tuition fee increases in 2000-01 will yield \$1.5 million of new revenue, significantly less

Performance funding: How Queen's fared

Ontario announced \$16.5 million in performance-based funding to universities, based on their ranking in three areas: degree completion rates; six-month employment rate; and two-year employment rate. Universities were graded and ranked in top, middle and bottom thirds, with funding allocated to those in the first two categories. Queen's results are as follows (Figures in brackets are marks of next-highest rankings above and below):

Degree Completion
Ranking: First in top third
Mark: 90.3 per cent (83.2)
Allocation: \$686,318

Six-Month Employment Rate
Ranking: Ninth in middle third
Mark: 93.41 per cent (93.77, 93.15)
Allocation: \$382,818

Two-Year Employment Rate
Ranking: Second in middle third
Mark: 96.81 per cent (96.82, 96.42)
Allocation: \$358,406

Budget, page 2

Going my way?

Ride-sharing, more on-street parking among strategies to address expected parking crunch

BY CELIA R. ANDERSEN

From ride-sharing to new surface lots, Queen's has chosen some environmentally friendly as well as customary solutions to ease its increasing parking shortage.

Queen's has always had a parking problem, says Tom Morrow, Director, Physical Resources. "I arrived here in 1968 and there was a shortage of parking on the main campus then. There has been enough to meet needs but there was never a surplus." There is a perennial wait-

ing list of about 150 people for permits for the main campus, he says. Most get them within a year through turnover.

However, it is projected that the university will need about 1,000 new parking spots by 2002-2003, due to increased enrolment and new construction, Mr. Morrow says.

In response to this anticipated increase in demand, a committee chaired by David Gordon of the

Going my way, page 2



Increased enrolment and new construction are expected to increase parking demand on campus by about 1,000 spaces over the next three years

Celia Andersen

Budget

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than the \$3.5 million the university had planned to receive from tuition fee increases of eight percent, to ensure quality and reinvestment.

"A \$2.2-million cut is so big, you can't do it by simply reducing travel budgets or supplies," David Anderson adds. The university must look for other ways to make up the difference, or face annual deficits, which increase at a rate of at least \$25 million. "After just four years, the annual operating deficit would be running close to \$10 million per year. We are going to have a long-term challenge," he added.

It's too soon for the university to predict how the cuts will play out across the campus, Dr. Anderson says. The specific effects will be better known early next month, when faculties and departments have submitted their budgets for the coming year. What is certain, he says, is that the unpredictability of the government's funding strategy is of great concern. □

Going my way?

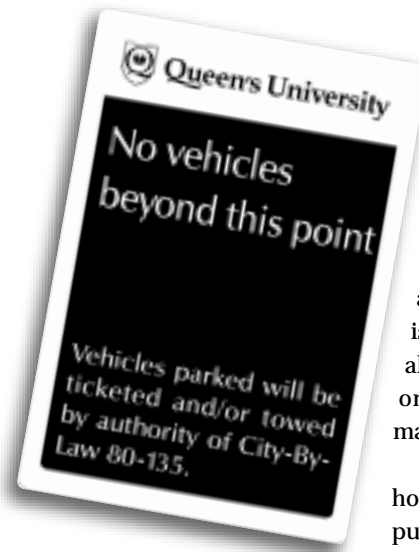
continued from page 1

School of Urban and Regional Planning and made up of faculty, staff and students, worked with consultants Marshall Macklin and Monaghan last fall to develop a parking strategy study. The full document will be available on the PPS website at: <http://www.queensu.ca/pps> by April 17.

Working with the consultants, the committee identified opportunities for both reducing the use of personal automobiles for getting to work, and developing some additional parking for the campus, Mr. Morrow says. As a result, Queen's plans to make a number of changes.

To improve alternatives to on-campus parking, Queen's plans to implement a ride-share program, developed by Commuter Connections of British Columbia. The non-profit organization assists institutions to set up rideshare programs. Commuter Connections supplies staff training and access to its web-based software, Mr. Morrow says.

For example, someone interested in ride-sharing would search the database on the web to find someone else in his or her



area also looking to ride-share. "We will need to get the campus community to buy into the idea," he says.

In addition to discussions with Kingston Transit, the university intends to work with the private sector to see if special bus shuttle routes may be implemented to serve residential areas. Queen's community members would pay for it directly, but Queen's would facilitate the operation. "We have a number of plans in place to try to limit the demand for parking, and to help reduce the use of individual vehicles, all of which are good things," Mr. Morrow says.

Queen's is also looking at the

development of new small surface lots on the main campus, Mr. Morrow says. On-street permit parking on Queen's Crescent will soon add 44 spaces. The university is also talking with the city to allow on-street permit parking on other streets in the area of main campus.

For current parking permit-holders, the cost of an on-campus parking permit will increase by \$1 to \$32.50 per month effective July 1, 2000.

Ironically, Queen's parking shortage could be solved completely if neighbouring Kingston General Hospital were to move to a new, larger site. "There is limited room for the hospital to expand in its current location," Mr. Morrow says. "If it were to move, Queen's would get the 600 spots in the underground parking garage, the 225 permits we sell annually to the hospital and the 150 spaces at Queen's Central Heating Plant that we lease to the hospital. That would give us close to the 1,000 spaces that we need." □

<http://www.queensu.ca/pps>

Letter

QUSA needs a new president. Are you interested?

The position of President of QUSA has recently become vacant. Our president, Dietlind Fletcher, has changed jobs on campus, and needs time to adjust to her new responsibilities.

We, the members of the current executive, are sad to lose her experience. After careful review we have concluded that the position should be opened up to the members for competition.

And so, this request is to all QUSA members to give serious thought to putting your name forward or encourage others to apply.

Since you are probably like most QUSA members, and have never served on the executive, you may feel lacking the experience or background to take on the role. However, while both are definitely assets, they are not essential. For that keen, energetic

person who believes staff play an important role at Queen's, and who wants to ensure that we have a voice on campus, the position of president is your opportunity to act.

Perhaps a description of the president's activities will help assure you that the responsibilities are not only manageable, but also rewarding.

While the president is the official spokesperson for QUSA, in the current arrangement, the tasks are shared among the members of the executive. Dietlind received 25-per-cent release time from her job in the Registrar's Office to devote to her duties as president, and Susan Anderson, vice-president, has received 10-per-cent release time from her position at the International Centre.

For those of you who don't

know, the university has in place an arrangement that allows up to 50-per-cent release time from regular work for members to carry out the responsibilities of QUSA. The release time can be taken by one individual or shared among several. In these instances, the offices involved are compensated in dollars for the lost employee time. Also, a staff member with less than a 100-per-cent appointment at Queen's may consider topping up his/her position by filling the role of QUSA president.

We are pleased to report that not all the responsibilities fall on the shoulder of the president and vice-president. Other executive members actively help in a variety of ways: by chairing standing committees (Salary and Benefits, Education), setting up sub-groups to deal with issues as they arise, and attending set committee meetings on campus (Board of Trustees, Senate).

As well, mechanisms are in place for the president to access Human Resources and the Principal to discuss issues of particular importance to staff. The president also has the opportunity to represent QUSA at meetings of other Ontario university staff affiliates. However, even attendance at these out-of-town meetings (approximately four per year) can easily be shared among current executive members.

And the best held secret in all this is the invaluable assistance offered by our long-standing office manager, Betty Pollard. Betty, who is terrifically organized, efficient and helpful, offers a wealth of information from which the executive members continually draw.

With the support of the executive members and even some participation by the general membership, along with an arrangement for release time, and of course, Betty, it is possible for the president to carry out his/her responsibilities during regular working hours.

This is your opportunity to help make Queen's a better place for all. You need not be intimidated. It's relatively painless, and actually pleasant. Please consider putting your name forward.

QUSA bylaws require an election within six weeks of a resignation. Individuals interested in putting their name forward for the position must do so in writing by 1 pm, April 20. Please feel free to contact me, Carolyn Morrison, chair of the membership committee, for further elaboration (and encouragement, if that's what you need). I can be reached by e-mail at morrisnc@post.queensu.ca or call me at Life Sciences, ext. 36527.

We look forward to hearing from you. □

*Carolyn Morrison,
on behalf of the
QUSA Executive*

Help Lines

Campus Security:
533-6111

Human Rights Office
533-6886
Irène Bujara, Director
Sexual Harassment Advisory
Anti-Racism Advisory
Anti-Heterosexism Advisory

Sexual Harassment Complainant Advisors:

Margot Coulter, Coordinator
533-6629
Barbara Moore – Education
533-6551
Millard Schumaker – Religion
533-2106 *74323
Chuck Vetere – Student
Counselling
533-2893 * 77978

Anti-Racism Complainant Advisors:

Stephanie Simpson,
Coordinator 533-6886
Audrey Kobayashi – Geography,
533-3035

Anti-Heterosexism Complainant Advisors:

Julie Darke, Coordinator
533-6886
Eleanor MacDonald, Politics
533-6631

Associate Secretary of the University
Paul Arney 533-6495

Sexual Harassment Respondent Advisors:

Paul Banfield – Archives
533-2378 *74460
Mike Stefano – Purchasing
533-2210 *74232

Anti-Racism Respondent Advisor:

Ellie Deir – Education
533-6218 *77673

Internal Dispute Resolution (Students & Staff):

Paul Arney
533-6495
PA1@post.queensu.ca

University Advisors – Students:

Janice Deakin –
Physical and Health Education
533-6601
Bill Gekoski – Psychology
533-2891
Patrick Oosthuizen –
Mechanical Engineering
533-2573
Mel Wiebe – English
533-2153

University Advisors – Staff:

Jane Baldwin – Surgery
533-6302
Brenda Barker –
Industrial Relations Centre
533-6628
Kathy Beers – Student Affairs
533-6944 *74022
Nancy Dorrance – ITS
533-2017
Larry Pattison – Physical Plant
533-6697 *77982
Gary Racine – Telecommunications
533-2233

Freedom of Information and Privacy Protection
Don Richan 533-2378

Employee Assistance Program
1 800 387-4765

University Chaplain:

Brian Yealland
533-2186

Rector
Mike Kealy
533-2733

Student Counselling Service
533-2893

**Internal number may be accessed from a touch-tone phone off-campus by dialling 533-6000 + extension number.*

Queen's Gazette

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ENQUIRIES

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9 May	15 May

QUEEN'S TODAY

HOMEPAGE www.advancement.queensu.ca/html/qttoday.htm

ISSN 0319-2725

On bricks, mortar, and capital campaigns

Or, how fund-raising has become an integral part of the life and work of universities across North America

This is the first of a two-part series about Queen's University's capital campaign, which will be publicly launched this fall. In this issue, writer Nancy Dorrance explores the reasons for conducting a campaign, and examines trends at other universities across North America.

Capital Campaign. Annual Fund. Planned Giving.

We hear these phrases more and more in the news, in reference to both public and private institutions. What do they really mean – and why should we, as Queen's employees, care?

For Ray Satterthwaite, Director of Faculty Development and Major Gifts, the answer is unequivocal. "With increasing competition among universities across North America, Queen's must continue to attract the best students, professors, and researchers," he says. "Some of the things required to do this are excellent scholarships, infrastructure and resources. As well, because Queen's is a largely residential institution, it's important to have sufficient facilities for extracurricular activities."

The key to making Queen's stand out among other universities is private support, says Mr. Satterthwaite. "Government funding – in diminishing amounts – is helping the province's post-secondary institutions meet minimum requirements. Private support will take Queen's to the next level, and beyond."

Although part of the fabric of American culture for more than a century, private support of public institutions is a much newer concept in Canada. For example, Queen's current endowment stands at about \$350 million. At the end of 1998, according to the most recent figures available, Queen's ranked fifth in the country after Toronto, McGill, UBC, and Alberta. But Queen's support pales in



Amy Hopkins, recipient of the Ella Zeitz Bursary for drama, shares a moment with Monique Nicholson, donor of the John Greer ISC Nicholson Award and Robert Silverman, dean of Arts and Science.

comparison to that of Grinnell College, a relatively small liberal arts college in the United States (1,363 students), which has an endowment of more than \$1 billion!

With continuing reductions in government funding, Canadian institutions are moving closer to the U.S. model of private support. (Ironically, the February 2000 issue of *University Affairs* reports that American universities have benefited from a 20-per-cent increase in public funding recently, while funding in Canada has dropped 30 per cent over the same period.)

So how does a "capital campaign" differ from "annual giving" – and why the need for both? The distinction is aptly illustrated in the campaign literature of New Jersey's Rutgers University, which depicts a group of people working on a house. Those doing maintenance activities and minor repairs are likened to annual

fund donors, while the major addition being added to the back of the home is equated to a capital fund project. "A capital campaign brings us up to where we

'American universities have benefited from a 20-per-cent increase in public funding recently, while funding in Canada has dropped 30 per cent over the same period'

want to be, and the annual fund helps to keep us there," explains Mr. Satterthwaite.

Recent studies of North American capital campaigns (in which almost every university now seems to be engaged) indicate some interesting trends:

- Less money is coming from corporations, and more from individual donors;

- About 90 per cent of the money comes from less than 10 per cent of the donors;
- Once the "leading players" in philanthropy, universities must now compete for donations with a growing number of organizations in the arts, health, and community service fields;
- More and more gifts come from people who have never contributed before;
- Donations are becoming much more targeted, and donors more personally involved with how their contributions will be used;
- Planned giving (stocks, securities, or anything other than cash) is one of the fastest growing areas of donation;
- Although the number of professional development staff has grown dramatically, volunteers are becoming more knowledgeable about the process, and continue to play a key role in campaigns.

Now for the bottom line: How will Queen's capital campaign expenses be paid? "Funding will come from a number of sources," says Tom Thayer, Director of Financial Services. "Our first priority has been to avoid reducing operating budgets, since this would probably have a negative impact on some departments."

Instead, the campaign will be largely funded from the interest accrued on donations, the director explains. These will be held for a six-month period before being sent to whichever area has been designated by the donor. "We realize that many departments depend on donations, and may not be happy about the holding period," Mr. Thayer says. "However, this seems to be the best of several bad alternatives for providing the necessary funding to run a campaign, without diverting any money from the actual donations." □

Next: *Anatomy of a Queen's Campaign*

Teaching Issues

A monthly column of teaching tips and ideas from the Instructional Development Centre

Teachers' voices

BY MARK WEISBERG

The end of a teaching term often finds us reflecting on our recent experiences, in the classroom and out. To accompany you in those reflections, here are the voices of several teachers reporting their experiences.

The reason we're here is because someone important once listened to us. Not because someone once told us something.

— Janet Emig, English professor, to a group of teachers, quoted in Peter Elbow, *What is English*

That's what teaching should be about but isn't: discerning the gift. Too often the central activity of our discipline is judging. The major thing we have learned to do in life is to assign grades.

— Mary Rose O'Reilly, *The Peaceable Classroom*

Human beings, no matter what their background, need to feel that they are safe in order to open themselves to transformation. They need to feel a connection between a given subject matter and who

they are in order for knowledge to take root. That security and that connectedness are seldom present in a classroom that recognizes the students' cognitive capacities alone. People often assume that attention to the emotional lives of students, to their spiritual yearnings and their imaginative energies, will somehow inhibit the intellect's free play, drown it in a wash of sentiment, or deflect it into realms of fantasy and escape, that the critical and analytical faculties will be muffled, reined in, or blunted as a result. I believe the reverse is true.

— Jane Tompkins, *A Life in School: What the Teacher Learned*

Argument can be...a form of violence. We pile up evidence as the kids in my neighborhood used to pile up snowballs, each with a rock in the middle, on the rims of their winter forts. If the other side has more rocks, we concede.

— *The Peaceable Classroom*

The "secrets" of good teaching are the same as the secrets of good living: seeing one's self without blinking, offering hos-

pitality to the alien other, having compassion for suffering, speaking truth to power, being present and being real. These secrets are present in plain sight.

— Parker Palmer, in Mary Rose O'Reilly, *Radical Presence*

There are an infinite number of approaches to every concept. One can only wonder at the risks involved in grabbing a single way of looking at a topic and presenting it as a lesson.

— Vivian Paley, *The Boy Who Would Be a Helicopter*

If research universities...are going to become places where people like to come to work in the morning, where the employees have a stake and feel they belong, then they will have to model something besides an ideal of individual excellence. By the way they conduct their own internal business, they'll need to model our dependence on one another, our need for mutual respect and support, acceptance and encouragement. If the places that young people go to be educated don't embody the ideals of commu-

nity, cooperation, and harmony, then what young people will learn will be the behavior those institutions do exemplify: competitiveness, hierarchy, busyness, and isolation."

— *A Life in School*

[E]very effective teacher owes it to students to teach them the arts of reflecting on the personal and social meaning of what they are being taught.

— Wayne Booth, *The Vocation of a Teacher*

Teachers teach who they are as much as what they know.

— *What is English*

The longest journey a person can take is the twelve inches from the head to the heart. Who is helping our students to make this journey?

— *A Life in School*

Mark Weisberg is a Faculty Associate at the Instructional Development Centre.

Books and Bytes

News from Queen's University Libraries



Electronic journals: Access at your desktop

BY JILL BAKER, LIZ FOX, KAMALA NARAYANAN, AND ANNE SMITHERS

Have you discovered electronic journals at Queen's? Currently there are more than 1,200, covering all disciplines, and the number is growing! Included are a number of publisher packages such as Academic Press, Emerald (MCB University Press), and American Institute of Physics, in addition to many individual titles.

What are electronic journals?

E-journals are the online equivalent of print journals, although some titles only exist in an electronic form. Published as plain text, HTML, and/or graphics (usually PDF) files, e-journals may include multimedia enhancements and web links to references and supplementary material. You can search e-journals for specific words or phrases, access them from your office or home (publishers' licence agreements permitting), and print or download articles of interest; no more photocopier lineups. The online version may appear before the print copy is received in the library.

Some of the libraries' databases also include the full-text of selected articles (e.g. ABI/Inform (Business) and (Canadian Business and Current Affairs). Other

online indexes (e.g. Current Contents) include links directly from a citation to the e-journal, provided Queen's Libraries subscribes to the e-journal.

How do you access electronic journals?

Select "Electronic Journals" from the libraries' homepage and follow the links. Different journals have different access requirements. Most often, access is restricted by Queen's IP address: if you have a non-Queen's Internet connection, you must use the Queen's web proxy service. URLs for electronic journals are also being added to QCAT. When the libraries' new web catalogue is implemented, you will be able to "click and go" (subject to the access restrictions mentioned above).

Why can't I access an online version?

E-journals come with a cost. Access to the online version may be included with the

libraries' print subscription but, increasingly, additional payment is required. There may be restrictions on the number of simultaneous users, or access may be limited to one campus building/subnet.

Not all journals are online or include more than tables

of contents and abstracts. Often, only the current year or two are available in full-text or the libraries' subscription is limited in its coverage. And finally, the e-journal may have moved! We welcome your input: if you discover "dead links" or journals recently added to the web, let us know.



What does the future hold?

More electronic journals! The new Canadian National Site Licensing Project, a national consortium of more than 64 university libraries, will be negotiating with journal publishers and vendors to obtain Canada-

wide e-journal licenses. The Ontario Council of University Libraries also is actively pursuing consortia deals. Queen's Libraries are committed to providing access to quality information, regardless of format. □

Web sites for electronic journals:

Main electronic journals page:

<http://stauffer.queensu.ca/reference/journals.htm>

How to connect via the Queen's Proxy server:

http://stauffer.queensu.ca/libguides/webproxy_connect.htm

Education e-journals:

<http://stauffer.queensu.ca/webedu/journals>

Engineering/Science e-journals:

<http://stauffer.queensu.ca/webeng/ejnl.html>

Health Sciences e-journals:

<http://stauffer.queensu.ca/webmed/Ejournals/jindex.htm>

Want to know more:

http://stauffer.queensu.ca/reference/journals_info.htm

Senate

Notes from the March 30 session of Queen's University Senate



Senate approved the establishment of an International Studies Certificate, effective September 2000. Offered by the Faculty of Arts and Science, with an emphasis on language competence, the certificate gives students an international component to their degree. The certificate combines language acquisition with cultural and interdisciplinary learning, and includes a study abroad component.

Senators received for information a draft policy on educational equity. The draft policy includes a definition of education equity as well as "Guiding Principles for Developing a Culture of Educational Equity." The committee welcomes feedback to the draft. Deadline is April 20, and responses can be sent to Senate or to the committee, at pa1@post.queensu.ca.

<http://www.queensu.ca/secretariat/senate/SECO300.html>

Senate approved the revised Report on Scholar-Centred Computing, Phase 3. The report is the third in a long-term strategy to develop a progressive information technology and computing environment at Queen's. Following feedback from Senate in November that the report was too detailed and too prescriptive, the Senate Information Technology committee reduced the number of recommendations from 19 to nine and revised its recommendations to address only principles and policy. Senate unanimously endorsed the revised report.

<http://post.queensu.ca/~szewczuk/SITC/>

Senators approved the election of representatives to the following Senate com-

mittees: Orientation Activities Board: Sara Beemer (Arts '03), Micah Melnyk (Sc '02), Kathryn Scott (ConEd '03).

University Promotions Committee: Megan Conway (ConEd '02); Laurene Ratcliffe (faculty; Biology, Psychology, Women's Studies); Ken Rose (faculty; Physiology); Sam Shortt (faculty; Community Health & Epidemiology).

University Grievance Advisor: Bart Simon (faculty; Sociology).

Senate approved the report of the Task Force on Student Financial Assistance. Recommended priorities for financial aid include continued merit-based assistance; distribution of needs-based assistance to enable students to take part in the broader learning experience at Queen's; and support enabling students to graduate in a timely manner. It also recommended continued monitoring of student attitudes towards education costs and the impact of tuition increases on students. Addressing the issue of means-blind admission, the report notes the high administrative costs of a Queen's-specific means assessment tool, and sets out a proposal for the establishment of a customized financial assistance program.

<http://www.queensu.ca/secretariat/senate/SSAmar00.html>

Senate approved the continuation of the Centre for the Study of Democracy for a further five years, on recommendation from the advisory committee that reviewed the centre. The advisory committee also recommended that the university provide seed funding in the form of a

matching contribution from the Canada Foundation for Innovation, to support the centre's public information databases; that annual reports be submitted to the Vice-Principal (Research); and that an advisory board for the centre be established within the next year.

Senate approved the report of the Working Group to Review the Harassment/Discrimination Complaint Policy and Procedure. The group noted that most of

the changes reflected the need for clarification and refinement of the policy and procedure.

<http://www.queensu.ca/secretariat/senate/HDCPPrpt.html>

The next meeting of Senate takes place Thursday, April 27. Agenda and minutes at: <http://www.queensu.ca/secretariat/senate/> after April 20.

Call 533-6095 for visitors' tickets. □

Senate endorses tuition principles

Queen's University Senate has endorsed a statement of principles to guide future tuition policy at the university.

The document, *Accessible Education for Citizens and Leaders in a Global Society of the 21st Century*, enshrines the principles and values by which Queen's should be guided in future tuition debates, explained Senator Andreas Schumann. Created with the largest possible consensus with representatives from undergraduate and graduate and professional student groups, the statement "begins a meaningful dialogue around tuition," he told Senate. "It is a meaningful and strong document."

Several senators spoke in favour of the document. Senator Christine Sypnowich noted that the document addresses the "piecemeal" approach to tuition policy of the past. Senator Marvin Baer described it as "a good document to set the framework for ongoing discussions around tuition."

While he was optimistic that Senate would support the document, Senator Schumann said the nearly unanimous vote was "a nice bonus." Senate's endorsement means that the university now has a reliable foundation on which to base its discussions around tuition, he says. "It contains key statements that are not enshrined in other papers. For example, it makes it clear that when we talk about quality of education, our definition of 'quality' includes accessibility and diversity."

The document ensures that students have a voice in the tuition discussions, and it moves the tuition debate to a more meaningful level, he adds.

Accessible Education for Citizens and Leaders is expected to be among the discussion materials brought before university trustees for their theme session on tuition policy at the October board meeting. □ <http://qlink.queensu.ca/~4ars1/>

Electrical upgrades mean building closures in June

New network switches power \$250,000 deferred maintenance project

BY MARY ANNE BEAUDETTE

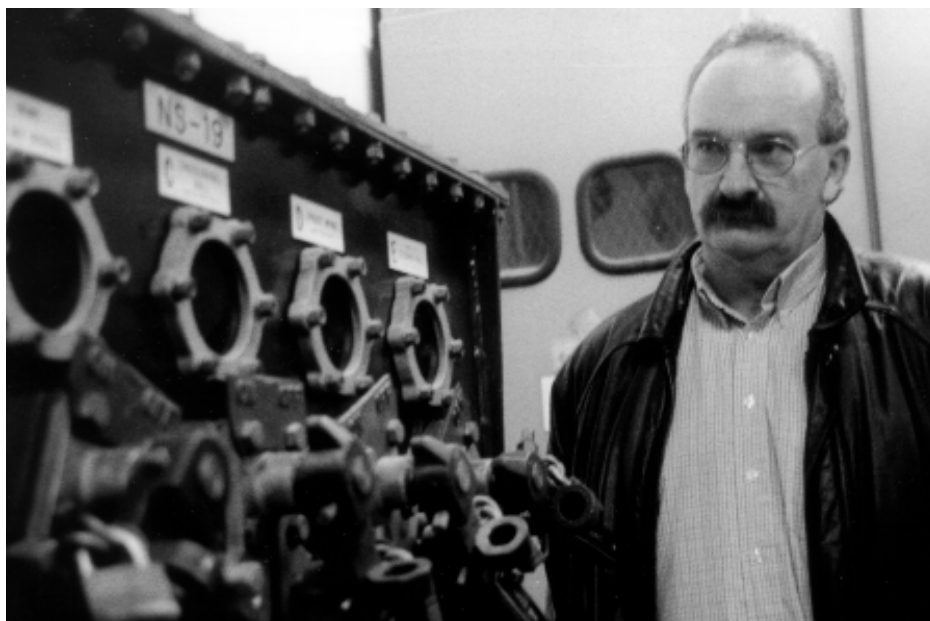
Twenty-six buildings and 46 departments at Queen's will be temporarily closed for electrical upgrades over three two-day periods this June.

The closures, to be staged over three weeks on June 5-6, June 12-13 and June 19-20, are required for the replacement of five high-voltage network switches in Kathleen Ryan Hall, Ontario Hall, Fleming Hall, John Deutsch University Centre, and Stirling Hall. The closures will be in effect between 6 am on day one through 4 pm on day two.

The work requires the shutdown of all power, including life safety systems such as fire alarms, to most of the buildings in the campus core. (A list of dates and affected buildings appears below.)

The \$250,000 deferred maintenance project involves the replacement of 30-year-old oil-filled switch boxes with five inert gas-filled network switches, says Mike Finn, project manager at Physical Plant Services. "The switching system functions like high-voltage three-way light switches, allowing the university to distribute power across campus from different Public Utilities transformers."

While the shutdown will be disruptive, requiring employees to seek other work arrangements, it's preferable to the alter-



Mike Finn, project manager, Physical Plant Services, inspects bank of 30-year-old switches in Fleming Hall. These switches regulate power to 11 buildings in the campus core

native scenario: unexpected, massive blackouts, Mr. Finn says. "Better to have a controlled shutdown than an unexpected power failure."

For safety reasons, buildings will be locked and employees will not have access, Mr. Finn says. Members of the university community with questions can contact Mr. Finn at 533-2004.

Departments requiring urgent access

during the shutdown must contact Wiebke Wilkens, director of health and safety at Queen's. "Our preference is for those affected to work elsewhere during the shutdown," says Ms. Wilkens. "Those who absolutely must have building access are asked to contact us well in advance to ensure that the required safety protocols can be arranged." □

Building power shutdowns

(Please note: buildings will be closed from 6 am, day one through 4 pm, day two)

June 5-6

Kathleen Ryan Hall
Miller Hall
Bruce Wing
Humphrey Hall
Craine Building
Jackson Hall
Old Medical Building
Summerhill
John Deutsch University Centre

June 12-13

Fleming Hall
Clark Hall
Carruthers Hall
Theological Hall
Grant Hall
Kingston Hall
Ontario Hall
Frost Wing
Gordon Hall
Gordon Annex
Nicol Hall

June 19-20

Stirling Hall
Watson Hall
Rideau Building

Principal of Queen's Theological College resigns

The Rev. Dr. Hallett Llewellyn, Principal of Queen's Theological College, has announced his resignation from the principalship effective Oct. 1, 2000. Principal Llewellyn has accepted a call to ministry at Trinity-St. Paul's United Church in Toronto, where he will be in team ministry with his wife, Karen Mackay Llewellyn.

"Under Principal Llewellyn's visionary leadership, the Theological College has flourished," says the Rev. Anne MacDermaid, chair of the college's Board of Management. "He has led the college in establishing exciting new programs in restorative justice and rural ministry, and has been instrumental in building a co-operative relationship with the Francis Sandy Theological Centre, as well as in overseeing the establishment of the Institute for

Faith and Ethics in Society. His wealth of ecumenical and interfaith experience, and his collegial approach, have enriched the life of the college. We celebrate this new opportunity for Hal and Karen to share ministry, while profoundly regretting the loss of their presence in our community."

A United Church minister with experience in the World Council of Churches, Dr. Llewellyn was secretary of theology, faith and ecumenism for the United Church, one of the church's most senior offices, before being appointed principal of Queen's Theological College in 1993.

The Board of Management of Queen's Theological College will announce the establishment of a Search Committee for a Principal in due course, Dr. MacDermaid says. □

Research forum highlights 21st Century Chairs program

Research opportunities available through the federal government's recently announced 21st Century Chairs for Research Excellence will be highlighted at a Research Forum, sponsored by the Office of the Vice-Principal (Research) on Monday, May 1, Room 1101, Biosciences Complex, from 9 to 11 am.

The session will provide an opportunity for Queen's researchers to learn more about the federally funded chairs program, as well as the ongoing government research initiatives, the Canada Foundation for Innovation (CFI), the Ontario Innovation Trust (OIT), and the Premier's Research Excellence Awards (PREA).

Suzanne Fortier, Vice-Principal (Academic) will present information on the 21st Century

Chairs program and the benefits that may be realised through the integration of this new program with ORDCE and CFI proposals. Bruce Hutchinson, Acting Vice-Principal (Research) and Mary Purcell, Co-ordinator for the ORDCE/CFI Task Force, will provide information on past successes and new opportunities available through the ORDCE, OIT and CFI initiatives. Researchers will also hear information about the upcoming PREA competition.

"All Queen's faculty and researchers are encouraged to participate in the forum, which promises to be an informative and timely session for all those who plan to take advantage of these exciting research opportunities," Dr. Fortier says. □

125th University Council focuses on research, innovation

From the Ivory Tower to the Marketplace: Where is the University? is the theme of the 125th meeting of Queen's University Council. The meeting takes place Friday, May 5, in the Biosciences Complex.

This year's annual gathering of alumni, trustees and senators will explore the broad issues of research and innovation, beginning at 8:45 am with the plenary session and keynote address by David Strangway, president and CEO of the Canada Foundation for Innovation. Dr. Strangway, who is also president and Vice-Chancellor Emeritus of the University of British Columbia, speaks on What Will it Take for Canada to be a Research Leader in a Knowledge Intensive World?

Respondents to the address will be

alumnae Eric Baker of Minalta Capital II, Inc., and Kim Sturgess of Revolve Magnetic Bearings, Inc., and faculty member Elizabeth Hanson of the Department of English.

All members of the university community are welcome to attend the morning session.

In the afternoon, breakout groups will discuss a series of related topics, including:

- Should the university add innovation as a fourth element to its mission?
- Should innovation be included in our curriculum, and how?
- Are universities getting too close to the private sector? What firewalls are needed between universities and their private-sector partners?
- Are the links to the marketplace pushing

the disciplines apart: How can we enrich the core of universities?

The meeting, which concludes with the Principal's address and questions, will also serve as the theme session for the Board of Trustees, which holds its regular quarterly meeting at Queen's on Saturday, May 6.

Queen's University Council is the only university governance body of its kind in Canada. Established in 1874 to give Queen's graduates a voice in the university, the council advises Queen's two main governing bodies, the Board of Trustees, and the University Senate. It elects the Chancellor and chooses six trustees, and oversees the election of Rector by the students.

The evening gathering of this year's

meeting includes the Chancellor's Reception, which takes place in the newly renovated and expanded Agnes Etherington Art Centre, giving councillors their first glimpse of the new facility.

The gathering winds up on a festive note with dinner and the presentation of Distinguished Service Awards to three members of the Queen's community. Honoured for outstanding contributions to the university will be Boris Castel, editor of Queen's Quarterly; Donald Elliott, chair of the Board of Trustees; and Tom Thayer, Director of Financial Services at Queen's. Each becomes a lifetime member of University Council. □

Alumni honour local citizens

Two Kingston residents with long service to Queen's and its surrounding community will be honoured by the Kingston Branch of the Queen's Alumni Association later this month.

Judge William J. Henderson, a Queen's alumnus (BA '38) and former MP for Kingston and the Islands, receives the Padre Laverty Award for distinguished service to the Kingston community and Queen's. Marie Shales, longtime fundraiser and volunteer, receives the 2000 Kingston Achievement Award for outstanding service in support of Queen's. The awards will be presented at an awards dinner on Thursday, April 27, in Wallace Hall, John Deutsch University Centre.

A veteran of the Second World War, Judge Henderson began his legal practice in Kingston in 1946. He served as MP for

Kingston and the Islands 1949-1958 and was named a justice of the Supreme Court of Ontario in 1965, and served with the Family Law Commission until 1979. He was also a life governor of Kingston General Hospital and member of the board of Hotel Dieu Hospital 1947-1984. He received an honorary degree from Queen's in 1983.

Marie Shales has a long association with the Agnes Etherington Art Centre, including president of the Gallery Association from 1986-1990. She also chaired the Kingston community division of the Agnes Etherington Art Centre campaign in 1997-98. She has also been co-chair of the Kingston community division of Healthcare 2000, the \$15 million fundraising campaign for three teaching hospitals, and a past president of the Kingston

General Hospital Association and member of the KGH Board as well as a member of Friends of Hotel Dieu Hospital. In 1999 Ms. Shales was appointed to the Order of Canada for her commitment to volunteerism.

Established as the Kingston Award in 1967 and renamed in 1991, the Padre Laverty Award honours service to Queen's and the Kingston community. The Kingston Achievement Award, established in 1993, recognizes outstanding achievements by Kingstonians in the areas of career, sports, the arts or volunteer endeavours.

Tickets for the Padre Laverty Awards Dinner are still available, but are going fast. For information or tickets, please call Tanya Balmer, 533-6000 ext. 77903, email 3tmb3@post.queensu.ca □

People

Jeffrey Card (graduate student, Pharmacology and Toxicology) was awarded the Society of Toxicology's Graduate Student Fellowship Award at the society's 39th annual meeting last month. The awards recognize scholarship, dissertation research and research productivity and relevance.

Jonathan Crush (Geography) has been awarded \$140,000 (US) from the Bureau for Population, Refugees and Migration in Washington to fund a policy conference on international migration and regional integration.

Andrea Kilgour (Psychology, supervisors Lola Cuddy and Lorna Jakobson) received the Hickman Paper Prize for an outstanding post-graduate student submission to The Effects of Music, a conference sponsored by the Society for Research in Psychology of Music and Music Education at Leicester, U.K. Ms. Kilgour presented The Effect of Music Training on a Range of Cognitive Abilities to conference delegates. □

Human Resources

www.hr.queensu.ca

Please Note:

- Departments requiring casual hourly paid secretarial or clerical assistance should contact Patti Evaristo in Human Resources, 533-2070.
- Requisitions for staff replacement, with appropriate approvals, must reach the Human Resources Department by noon of the Monday one week prior to the date of issue.
- Applications received from internal candidates will be acknowledged by the Department of Human Resources. The results of each competition will be posted under the *Gazette* heading "Appointments" as soon as possible after the conclusion of the recruitment and selection process.
- Closing date for the following positions is **Tuesday, April 25, 2000 at 4:30 pm**. Late applications will not be accepted. Please submit a letter of application indicating the specific position desired and a detailed resume including your employee number.

Resumes will be accepted from Queen's employees with Internal Status ONLY unless the position specifically invites External applications.

Queen's University has an employment equity programme, welcomes diversity in the workplace and encourages applications from all qualified candidates including women, aboriginal peoples, persons with disabilities and racial minorities.

Appointments

Administrative Assistant 99-106
Department of Art
Mary Jane Kingston
Senior Secretary 99-119
Department of Art
Ana Trajkovic
Accounting and Information Systems
Coordinator 2000-03
Financial Services
Christine Scheelar
Student Advisor and Program Planner
2000-05
Ban Righ Foundation
Suzi Wong (School of English)
Programmer and Support Specialist
2000-07
Information Technology Services
Phileen Dickinson
Field Engineer 2000-12
Physical Plant Services
Robert Polegato
Database Systems Analyst 2000-13
Information Technology Services
Rose Chan
(Information Technology Services)
Administrative Coordinator 2000-15
Department of Advancement
Dietlind Fletcher
Secretary/Receptionist 2000-19
International Centre
Diane Bootsma (Department of Medicine)

Computing Assistant 2000-20
Department of Economics
Jennifer Grechuk
Senior Clerk 2000-24
Office of the University Registrar
Withdrawn

Staff Vacancies

Following the completion of the Queen's Job Evaluation (QJE) review for positions in Grades 2 - 9, you will notice we have included the cluster in the following job ads which represents the job family, branch and grade (e.g., ADMG5 is Administration Family, General Branch, Grade 5). Generic position overviews for clusters can be found on the HR website at www.hr.queensu.ca.

Specific job overviews for positions advertised under 'Staff Vacancies', with the exception of CUPE Local 229 postings, continue to be available in the HR department.

*If you wish to be considered for the following position apply in writing to **Patti Evaristo** in Human Resources.

Staffing and Research Officer 2000-28 Department of Medicine
This is a three-year term appointment working 100% time.

Major Responsibilities: report to the Department Head; assist in the administrative activities relating to personnel decisions for all faculty within the Department of Medicine; provide assistance to the Department Head and the Chair of the Research Committee on the administration of research contracts and grants; provide key administrative support for recruiting, person power planning, promotion, reappointment, evaluation and merit processes; preparation of the annual report of the Department for both the Hospital and University; preparation of Hospital impact analysis for all new recruits; act as resource person for the Staffing, Research, Promotion, Reappointment and Performance Appraisal Committees; administer the departmental research awards program and overhead and the departmental research and clinical databases.

Requirements: four-year undergraduate degree (or the equivalent combination of education and experience); several years of experience in an organizationally relevant environment; ability to generate and analyze reports using data from hospital record systems and various computer software packages (word processing, spreadsheet, database); strong interpersonal and communication skills; ability to conceptualize creative plans and workable solutions for dealing with a variety of challenges facing the department; excellent supervisory skills; ability to accommodate shifting priorities, diverse demands and human resources issues.

Minimum Hiring Salary: \$42,763 Salary Grade 8 - ADMSP8

Resources and Communications Officer 2000-29 Department of Medicine
This is a three-year term appointment working 100% time.

Major Responsibilities: report to the Department Head and the Chief, Finance and Administration for the Faculty of Health Sciences; assist in the financial administration and operation of the department; draft and monitor departmental budgets; collect and analyze clinical statistics to determine the effect of alternative funding on the department and its clinical faculty members; monitor the preparation of the quarterly variance report and other financial reports as required; process all departmental financial transactions; act as a resource person for the Resources Impact Committee, Communications Committee, Planning Committee and other committees as required; access departmental space needs as they relate to offices and labs.

Requirements: four-year undergraduate degree (or the equivalent combination of education and experience); several years of experience in an organizationally relevant environment with experience preparing and monitoring large operating budgets; strong interpersonal and communication skills; ability to perform accounting and financial management duties including the ability to generate and analyze reports using data from hospital record systems and various computer software packages (word processing, spreadsheet, database); ability to conceptualize creative plans and workable solutions for dealing with a variety of challenges facing the department; excellent supervisory skills; ability to accommodate shifting priorities, diverse demands and human resources issues.

Minimum Hiring Salary: \$42,763 Salary Grade 8 - ADMSP8

*If you wish to be considered for the following position apply in writing to **Pat Eaton** in Human Resources.

Education Abroad Advisor 2000-30 International Centre
This position is available July 17, 2000.

Major Responsibilities: report to the Director of the International Centre; manage the Education Abroad Program budget, assessment and reports; advise individual students on matters relating to education abroad and refer when necessary; plan and coordinate pre-departure orientation and re-entry programs for students involved in study abroad and exchanges, including health and safety matters; design and coordinate information sessions focussing on work, study and volunteering abroad and their associated volunteer programs; oversee the daily and long-term operations of a resource library, including the recruitment, training and supervision of library staff and volunteers; promote the Centre and the Education Abroad Program to faculties, departments and student groups; represent the Centre on internal and external committees and at conferences and workshops; coordinate the Education Abroad Fair and International Development Week; oversee the publicity and media coverage of Education Abroad Program; assist in maintaining the Centre's website and databases; supervise the production of the newsletter.

Requirements: university degree with training and/or experience in cross-cultural advising; three years experience in a posi-

tion requiring exceptional interpersonal skills, preferably in a university setting (consideration will be given to an equivalent combination of education and experience); experience in developing and facilitating pre-departure orientation programs for participants and/or groups going abroad; thorough knowledge of education abroad exchange and work/study abroad programs; experience in a resource centre or library; computer literacy including proficiency in MS Windows environment (word processing, database), use of the Internet, and programming with html; demonstrated fluency in a language other than English highly desirable; experience living in another culture through an exchange, study or work abroad; demonstrated, proactive approach to program implementation and problem-solving; experience in long-range planning, staff supervision, and budget development and management; excellent communication skills; an understanding of the challenges facing non-traditional students.

Minimum Hiring Salary (effective July 1, 2000): \$43,319 Salary Grade 8 - HSS8

Instructional Technology Coordinator 2000-31 School of Business

This is a one-year term appointment working 100% time.

Major Responsibilities: report to the Technology Manager; provide computer service and support to Queen's School of Business faculty, staff and students (includes providing on-going software training, developing and maintaining the course websites for faculty and administering the networks within the department); collaborate with faculty to integrate instructional technologies into classrooms and distance education settings; oversee the operation of the Student Netimpact Support Centre; assist the Manager in evaluating software for the Commerce program curriculum; coordinate paper and electronic filing system for the school's technology program.

Requirements: a university business degree or a three-year technology diploma with substantial relevant experience (the equivalent combination of education and experience will be considered an asset); exceptional working knowledge of Microsoft Office 97/2000; familiarity with networking concepts and a strong understanding of Lotus Notes; excellent oral and written communication skills; must be highly-motivated with the ability to work independently and with a team; excellent leadership and problem-solving abilities; strong organizational and analytical skills; must have a positive attitude with a strong customer focus; willingness to work some evenings and weekends during peak periods; ability to learn and apply new technology as it emerges.

Minimum Hiring Salary: \$42,763 Salary Grade 8 - ITUS8

Learning Support Coordinator/Counsellor 2000-32 Health, Counselling and Disability Services

This is a continuing appointment working four days per week, or 80% time.

Major Responsibilities: report to the Director, Health, Counselling and Disability Services; provide counselling on study-related concerns and on personal issues to undergraduate, graduate and part-time students, through both individual and group sessions; create and present, or arrange and supervise the presentation of large group workshops and small group seminars on both general and specific issues related to students' academic competence. (This occasionally involves evening and weekend hours).

Requirements: Master's degree with 2 - 5 years of job-related experience; knowledge of teaching techniques, personal counselling and experience in their application with post-secondary students; knowledge of current literature and research pertaining to learning support and to personal counselling; familiarity with university and other resources available to students; excellent communication skills (written and oral); ability to initiate, design, organize, conduct and evaluate group programs, select, train and supervise assistants, speak effectively to public groups, both large and small, administer budgets for special projects, work independently, empathize and communicate effectively with clients, staff, faculty and administration, and work cooperatively with professional associations in the field; must be flexible and work effectively under prolonged pressure.

Minimum Hiring Salary: \$45,462 Salary Grade 9 - HSS9 (Salary will be adjusted to reflect actual time worked.)

Technology Manager 2000-33 School of Business

This is a two-year term appointment working 100% time.

Major Responsibilities: report to the Dean of the School of Business; play a strategic role in creating the vision for the use of technology in the School; manage ongoing operational activities, strategic planning and directing and implementing a number of projects (includes overseeing the use of technology in all academic programs, technology used for distance education, and technology used to support the administrative and research functions of the School); in conjunction with Dean and Program Heads, select and implement appropriate technology to support the School's teaching model, expand the current use of technology in the classroom and develop the School's overall direction for the use of technology.

Requirements: university degree in business, business information systems or a related discipline; substantial management experience, including proven supervisory and project management responsibility; experience preparing and managing technology budgets; significant expertise in understanding the use of technology and how it relates to a learning environment; demonstrated experience in the management of information technology systems and the implementation of new technologies in an environment with diverse needs and users; significant experience with network technologies, Microsoft Office, Lotus Notes and First Class client server or other similar systems; excellent interpersonal,

